# Template C5

# Module Descriptor Template

*This template includes prompts and guidance (in red) please remove as you complete.* ONLY THE BLACK TEXT SHOULD REMAIN IN THE FINISHED DOCUMENT.

|  |  |
| --- | --- |
| Date First Produced: |  |
| Date Last Revised: |  |
| Date of Implementation of this version: |  |
| Version Number: |  |

|  |  |
| --- | --- |
| **Module Code:** | **Level:**  **Credits:** |
| **Title:** |  |
| **Pre-requisites:** |  |
| **Co-requisites:** |  |

**Module Summary**

*Provide a summary of the module here. (Word limit – 200)*

**Aims**

*There should normally be no more than four aims per module and the module aims should align with the programme aims.*

**Learning Outcomes**

**On successful completion of the module, students will be able to:**

*There should normally be no more than six learning outcomes per module.*

*Learning outcomes should align with the overall programme learning outcomes set out in the programme specification. Learning outcomes should be expressed as an action verb that clearly describes what the student will be able to do on completion of the module.*

*E.g., ‘to understand’ is not an action verb, but ‘to communicate understanding of’ is.*

*Support for writing learning outcomes is* [*here*](https://kingston.app.box.com/s/g32dc8li7bnu4f9kzjr4ltzxah8ixwp8)

**What and how students will learn on this module**

*Curriculum content should include skills delivery which ensures that students are enabled to complete the assessments. For example, presentation skills, if students will be assessed through a presentation, and/or appropriate writing skills if the students will be assessed through written work.*

**Breakdown of Learning and Teaching Hours**

|  |  |  |
| --- | --- | --- |
| **Definitive Categories** | **Breakdown of activities** | **Hours** |
| Scheduled learning and teaching (in person) | *Lectures*  *Workshops*  *Practical laboratory sessions*  *Fieldwork (approx. hours)*  *\*Provide a breakdown of hours for fieldwork and Futures Skill Experience* ***only****, you should not provide breakdown of hours for any other activities* | 70 |
| Scheduled learning and teaching (online) | *Lectures*  *Workshops* | 10 |
| Guided independent study (self-managed time) | Refer to the ‘Succeed in your module’ page on Canvas | *220* |
|  | Total  (Number of credits x 10) | 300 |

## Assessment Methods

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assessment method and load*** | ***Additional Information***  *\*Please see notes below* | ***Assessment category: Choose from Exam or Coursework*** | ***Weighting %*** | ***Indicative Formative methods*** | ***Learning Outcomes***  Indicate which LOs are summatively assessed |
| *1. Essay (1000 words)* |  | *Coursework* | *50%* | *Draft plan* | *1,2 and 3* |
| *2. Exam (2 hours)* |  | *Exam* | *50%* | *In-class test* | *4 and 5* |

**\* Additional Information**

*Please provide additional information for the following types of assessments only:*

**Portfolio** – *please specify the individual sub-elements which form the portfolio assignment, i.e., what the portfolio is expected to contain. There should be no more than one portfolio assessment per module.*

**Group Assignments** – *Specify whether students will receive the same mark or individual marks.*

**Choice of Assignments** – *If students are given a choice of assessment methods, then state where students will find information on how and when this choice should be made. Please do not provide the details here, students should be signposted to the appropriate location where this information is provided.*

The link from the summative assessments to the formative assessments and the learning outcomes should be shown using the table above as demonstrated. The assessment category must also be stated from the options provided to ensure that the correct assessment information for a course can be calculated for the website.

There should be no more than 3 elements of assessment per module [i.e., separate marks entered in SITS]. There should be no more than one formal examination per module.

Please ensure that the students’ assessment workload is appropriate both to the level of study and to the number of ‘guided independent study’ hours indicated above, to ensure that students have enough time to prepare for assessments and produce the work required.

Word-lengths for written work, and the duration of time-based assessments, should be specified. Please refer to any agreed tariffs or frameworks within your faculty, to ensure consistency with other modules of the same credit-weighting and level of study, and appropriateness to the level of students.

Where students are to receive individual marks for group work, the assessment should enable the student to demonstrate their individual contribution.

## Retake assessment arrangements

|  |  |  |
| --- | --- | --- |
| ***Assessment method***  *Copy the original assessment information from the above table exactly as it appears above* | ***Retake assessment method***  *Specify the retake assessment method here even if it is the same as the original method. You should state here if an alternative method of assessment will be set, e.g., a 500-word essay to replace a group presentation* | ***Retake assessment format, choose from:***  ***1. Reworking the original submission or;***  ***2. Undertaking a new assessment task or;***  ***3. Alternative assessment task***  *Ensure that the format complies with the regs/guidance.* |
| *1. Essay (500 words)* | *Essay* | *1* |
| *2. Exam (2 hours)* | *Exam* | *2* |

**Achieving a Pass**

1. *[Where there is one element of assessment]*

**It *IS* a requirement that the element of assessment be passed to achieve an overall pass for the module.**

1. *[Where there is more than one element of assessment]*

**It *IS NOT* a requirement that any element of assessment be passed separately to achieve an overall pass for the module.**

**Or** *(in the case of external factors such as Professional, Statutory or Regulatory Body requirements – see guidance note CG(v)):*

1. **It *IS* a requirement that each element of assessment be passed to achieve an overall pass for the module.**

Note: the ‘achieving a pass’ statement refers to the elements of assessment (i.e., the separate marks entered into SITS for each module).

**Library and Learning Resources list**

For use during validation only. Once validated, reading lists will be removed from module descriptors and should be maintained on Canvas. The library should be made aware of any changes made to the reading list, especially to the core texts.

**Core Resources:**

**Recommended Resources:**